DOCUMENT RESUME

ED 044 964 FL 001 995

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TITLE A System of Instruments for the Management of Independent Study.
INSTITUTION Tucson Public Schools, Ariz.
PUB DATE Oct 70
NOTE 64p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.30
DESCRIPTORS *German, *Independent Study, Individual Instruction, Instructional Program Divisions, *Language Instruction, *Management Systems, Modern Languages, Multimedia Instruction, *Programed Instruction, Programed Materials, Programed Tutoring, Sequential Programs, Systems Development, Tutorial Programs

ABSTRACT

A systematic approach to management procedures necessary to independent study programs focuses on six control instruments. They include: (1) an independent-study contract agreement, (2) a time-record sheet, (3) a syllabus of learning objectives, (4) a learning-objectives contract agreement, (5) a learning-objectives challenge agreement, and (6) a learning-objectives evaluation form. Twenty-five summaries of patterns and forms treating pronunciation, morphology and syntax, and idiomatic expressions in introductory German study are presented. Material in this section is adapted from the "Teacher's Manual of German A," books 1-5, by Ernest E. Ellert, et al. (RL)

ED044964

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A SYSTEM OF INSTRUMENTS FOR THE MANAGEMENT OF INDEPENDENT STUDY

by
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October, 1970

FL001995

Purpose

This paper will attempt to show how an integrated system of management might be developed for independent study by secondary school students in which most if not all of the actual "teaching" is done through a medium or through media, and in which a teacher, in effect, ceases to be a teacher and becomes instead a guide, a counselor, and, optimally, a true manager of the learning processes. The thesis is that independent study will not be efficient and may not be effective without management, and that management is a form of engineering that does not take place accidentally or incidentally. Management of independent learning processes will require more indirect than direct means, and hopefully the instruments proposed will suggest techniques of effective indirect control. In this paper, instruments for managing self-instruction in beginning German using programmed materials (texts and tapes) are used by way of examples. The system to be proposed, however, is not thought of as limited in application either to independent study of foreign languages or to input by way of any particular medium.

The need for an integrated system for the management of independent study at the early secondary level was perceived by the author in ex-

perimentation using programmed materials in several foreign languages.[1] The programmed materials alone and by themselves seemed to provide very efficient and effective structuring for both the time and the effort actually expended on real study. From this experience, the author has determined not to diminish the role of programmed learning in future independent study experimentation.

Viewed as a total human activity, however, independent study using programmed materials turns out to be much more than the process of programmed learning alone, and the day-by-day unfolding of that activity may reveal certain weaknesses for many students which seem to follow in some measure from the very nature of programmed materials as they appear in bits and pieces to the student. It is assumed that this might be true of the use of other media as well. Although programmed materials are themselves written upon a scrupulously precise analysis and definition of learning objectives, in daily progress through the frames of the materials, the student may not be conscious of either the objectives or the broad scope of the program on which he is working segmentally. Also, since the guide, counselor, or manager is not structured as a component into the flow of the program, he may remain an outsider or, worse, an

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[1] Bockman, John F., Evaluation of a Project: Independent Foreign Language Study by Selected Eighth Graders at Townsend Junior High School Using Programmed Materials, March 3 to May 23, 1969. Tucson Public Schools, August, 1969.

_____ Townsend Junior High School Independent Foreign Language Study Project: A Second Evaluation and Progress Report. Tucson Public Schools, July, 1970.

intruder so far as the comprehensive human activity of independent study is concerned.

The integrated system of instrumentation to be proposed will hopefully remedy these two weaknesses by capitalizing on the precision and definition of learning objectives inherent in the programmed materials, and by actualizing the teacher's potentially significant and creative role as a manager of independent learning processes.

It is recognized in many quarters that basic research has so far outstripped practice as to threaten to discredit itself. It has been seriously proposed that educational leaders cease preoccupation with some other areas to work on the problems involved in managing the learning of others by using present knowledge of learning.[2] This paper aims to be a modest contribution to that end.

The Instruments

The following instruments are proposed for an integrated system of management of independent learning processes. Each is discussed separately and illustrated beginning on the page cited:

1) Independent Study Contract Agreement..... 5

2) Time Record Sheet..... 9

3) Syllabus of Learning Objectives..... 11

4) Learning Objectives Contract Agreement..... 59

5) Learning Objectives Challenge Agreement..... 61

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[2] Clark, Kenneth E., Psychology Today, Vol. 3, No. 11, p. 22 (April, 1970)

6) Learning Objectives Evaluation Form..... 63

Definition of Some Terms Employed

1) instruments -- devices and related procedures used by a manager to formalize the structure and processes within which a student pursues a set of educational goals; the instruments and techniques are designed to assist the student in assuming "heavy" uncontrived responsibility for achievement of goals

2) management -- reasonable and continuous care exerted by one or more educational leaders that the pertinent rights of the student, his parents, peers, society in general, and the educational institution are adequately safeguarded

3) independent study -- self-paced self-instruction within a structured form; the student may or may not be involved in the development of the structure; steps may be taken, however, to implicate the student in acts of volition by which he continuously accepts the structure and its goals, or by which he may intelligently modify the structure to accord with his own unique needs

4) terms such as teacher, counselor, guide, supervisor, manager, etc. do not refer to discrete individuals in an educational hierarchy; they refer rather to whoever is in charge of independent learning experiences with stress on discrete functions; none of these terms appears to describe the totality of functions involved in the management of learning processes and all of them are somewhat objectionable

The Independent Study Contract Agreement

Rationale

The student should be properly oriented to the processes of independent study and, at the beginning, should make some sort of strong commitment, even though tentatively, to them.

The orientation procedure and the formality of signing an agreement are a golden opportunity to create a strong set-to-learn.[3] For this reason they should be as individualized as possible. In creating a set-to-learn, the manager should thoroughly analyze the processes whereby a given student will responsibly enter the proposed independent study program. These will be different enough to rule out a standardized contract agreement form.

It will be noted that the sample contract agreement which follows contains a rationale, an explanation of the reason for independent study, some basic information about the medium and the program as it has been developed by some responsible agent, some basic conditions, etc. in a form which is at once simple and comprehensive.

The contract agreement form will not be impersonally handed out to students for their signatures, but will be used only after careful personal orientation to the proper use of materials and equipment,

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[3] For a discussion on developing a set-to-learn, see Wilga M. Rivers, The Psychologist and the Foreign Language Teacher (Chicago, 1966), Chapter IX, pp. 80-98.

conditions of study, procedures of self-evaluation and consultation, etc. In advance of signing, the student will have been made aware of rules and regulations, and perhaps will have passed a test proving 100% familiarity with all possible risks that may exist. A meeting with parents will also have been held during which these risks will have been thoroughly aired.

Note: If it is not specifically mentioned in discussion concerning each of the instruments suggested for this system, it should be understood that no instrument will be used without adequate counseling and consultation.

TUCSON PUBLIC SCHOOLS
FOREIGN LANGUAGES
INDEPENDENT STUDY CONTRACT AGREEMENT

Being a duly enrolled student of _____ School, I, _____ (name), agree to enter into the study of _____ (language) with full knowledge and acceptance of the following provisions:

1) Because of low or unstable enrollment, or other sufficient reason, my chosen language cannot be offered at my school or at the desired level, during the current school year, under a teacher, or under the usual classroom conditions.

2) A process called "programmed learning" makes it possible for me to control most if not all of the factors of both teaching and learning. My chosen language at this level can be offered to me by independent or semi-independent study using programmed learning materials.

3) Tucson Public Schools have developed a recommended system of independent study of foreign languages which may involve not only the use of programmed materials, but also the use of learning objectives, self-evaluation, consultation, etc., all of which may be put at my personal disposal in some form.

4) In view of the above facts, I recognize and acknowledge that I accept the following conditions of study:

a) Language skills are developed in and through time. I will, therefore, keep an accurate record of time spent in the use of the programmed materials.

b) I will inform myself of learning objectives and will contract to achieve them in keeping with my own goals and self-pacing needs.

c) I will make suitable use of self-evaluation systems, consultation, and supplementations offered to me, in keeping with my own goals and self-pacing needs.

(over)

I will make use of forms provided by Tucson Public Schools to record these data.

Signed: _____

on this _____ day of _____, 19___

_____
Teacher

I have read the above contract agreement and hereby consent to my child's participation in the proposed independent study program. I have received other information concerning the program, and I understand that I will receive evaluative data upon request.

Signed: _____
(parent)

Date: _____

For the benefit of both parents and the student, attention is called to the following risks which may exist in this program:

1.

2.

3.

Time Record Sheet

Rationale

The precise meaning and cruciality of time in the proposed independent study program needs to be clearly defined by the manager and communicated to students. Perhaps some of the following questions may be pertinent:

1) For how long is the initial stimulus of the set-to-learn expected to last? Does the program have a built-in renewal system? What is it and how is it to work?

2) Is the student held accountable for use of time? Which time? Spent where? Discrete periods of time or cumulative time? School time only, or school and home time? How are these determinations made?

3) Is the student in violation of a regulation if he spends "committed" time doing something else? What else may he do lawfully?

4) Is the expenditure of so much time an essential condition of learning, or is it relatively immaterial because only results will be judged? Has this been analyzed from the standpoint of accountability and effect on morale?

5) If time is an essential condition of learning, does the program require keeping a record of time spent? If not, why not?

If the answer to the last question is "Yes", a Time Record Sheet such as the sample which follows may appear desirable.

TUCSON PUBLIC SCHOOLS
FOREIGN LANGUAGES
TIME RECORD SHEET

Name of Student: _____

Instructions: On this sheet you are to record each day only the actual time you spend working on the programmed materials and the number of frames you complete. Do not include the time you spend on supplementation or in consultation.

DATE	START	STOP	FRAME FROM	FRAME TO	DATE	START	STOP	FRAME FROM	FRAME TO

Syllabus of Learning Objectives

Rationale

Probably the most important component of the system is an instrument which concisely communicates the objectives and scope of the structure within which the student is to study and provides a means of handy reference and review. From the standpoint of the manager, it affords access to the heart of the learning processes and opens up a variety of techniques for involving the manager in the student's learning experiences.

The sample syllabus of learning objectives which follows will be seen to consist of a summary of behavioral objectives, brief yet comprehensive, which are related to each individual item in the following analysis of program content (i.e. language patterns) in the order of their introduction in the programmed materials. This analysis has been taken directly from the teacher's manual for the German A program. The instrument has been modified so that the frame number of the first appearance of each of about 240 patterns is given. Space is provided for checking off the achievement of objectives item by item by both the student and the consultant, and for comments which either the student or the consultant might wish to make.

Through use of the syllabus, the student can know precisely what the objectives of the program are, which objectives he is approaching, which he has achieved, and how and where needed modifications may be made.

TUCSON PUBLIC SCHOOLS
COORDINATOR OF FOREIGN LANGUAGE INSTRUCTION

SYLLABUS OF LEARNING OBJECTIVES

FOR USE IN THE INDEPENDENT STUDY OF BEGINNING GERMAN

SEPTEMBER, 1970

GERMAN A

SYLLABUS OF LEARNING OBJECTIVES

Summary

The student will...

1. ...mimic sounds and intonation occurring in the patterns;

2. ...discriminate audially among the sounds occurring in the patterns;

3. ...from non-verbal cues, produce sounds occurring in the patterns;

4. ...in oral reading, associate the sounds with the graphic symbols in the patterns;

5. ...pronounce and intone while reading aloud from the patterns;

6. ...spell from dictation of the patterns;

7. ...understand the meaning conveyed by the patterns both in listening and in reading;

8. ...utter suitable answers or rejoinders from oral cues based on the patterns;

9. ...in writing, manipulate structures from the patterns, e.g. change of person, number, etc.

10. ...demonstrate in understanding, speaking, reading, and writing the ability to use the structures and patterns in communicative interchange with other students and the consultant.

OBJECTIVES ACHIEVED

S | C

COMMENTS

LIST OF PATTERNS USED IN ORDER OF INTRODUCTION* (Frame)

	PATTERNS AND FORMS I	EXAMPLES
1.	Demons. pron.	1. Das
2.	Interrog. neut. pron.	2. Was
3.	Interrog. neut. pron. + third pers. sing. pres. verb	3. Was ist das? (29)
4.	Demon. pron. + third pers. sing. pres. verb + indef. art. + noun	4. Das ist ein Ei. (41)
5.	Affirm. adv. + demons. pronoun + third pers. sing. verb + indef. art. + noun	5. Ja, das ist ein Ei. (49)
6.	Neg. adv. + demons. pron. + third pers. sing. verb + indef. art. + noun	6. Nein, das ist ein Glas. (65)
7.	Demons. pron. + third pers. sing. pres. verb + pred. adj.	7. Das ist weiss. (66)
8.	Posses. adj. + noun	8. Mein Bett (83)
9.	Neut. def. art. + neut. noun + third pers. sing. verb + pred. adj.	9. Das Ei ist weiss. (124)
10.	Third pers. sing. of haben.	10. Mein Sohn hat ein Schiff. (143)

* Adapted from the Teacher's Manual of German A, Books 1-5, by Ernest E. Ellert, et al, Behavioral Research Laboratories with permission of the publishers.

OBJECTIVES ACHIEVED		PATTERNS AND FORMS	EXAMPLES	COMMENTS
S	C			
		11. Second pers. pron. (polite).	11. Sie	
		12. Second pers. of haben.	12. Sie haben ein Auto. (159)	
		13. Interrog. form- - inverted word order	13. Haben Sie ein Auto? (163)	
		14. Second pers. verb form (polite) of TO BE	14. Sie sind alt. (170)	
		15. First pers. sing. pron.	15. Ich	
		16. First pers. sing. of TO BE	16. Ich bin (182)	
		17. First pers. sing. verb form of haben	17. Ich habe (193)	

SUMMARY

Constructions 1 - 17 cover the following material:

1. PRONUNCIATION
   a. Introduction of some German vowels and syllables (contrastive technique)
   b. German "w" resembles English "v"
   c. German "j" resembles English "y" in initial position
   d. Diphthongs "ei," "au"
   e. German "sch"

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (cont.)

f. German "ch" in ich.
g. Initial German "s" resembles English "z."

2. MORPHOLOGY AND SYNTAX

a. The only "grammatical" note introduced is that nouns are capitalized. No grammatical terminology is introduced. In general, the German syntax closely parallels the English.

b. Incidental notes include the fact that haben Sie? means DO YOU HAVE?, with capitalization of the second person pronoun in German.

c. Neuter nouns are used in the singular with the definite and indefinite articles (or possessive adjective) as subject and direct object. Masculine nouns are used in the singular with the indefinite article or possessive adjective as the subject of the sentence.

PATTERNS AND FORMS II	EXAMPLES
18. Pronoun + verb + neg. adv. + pred. adj.	18. Ich bin nicht alt. (204)
19. Third pers. neut. pron. + verb + pred. adj.	19. Es ist weiss. (211)
20. Art. + noun + conj. + art. + noun	20. Ein Schiff und ein Auto (223)

OBJECTIVES ACHIEVED		PATTERNS AND FORMS	EXAMPLES	COMMENTS
S	C			
		21. Pron. + verb + adv.	21. Ich bin hier. (283)	
		22. Pron. + verb + indef. art. + masc. sing. noun	22. Ich sehe einen Hund. (304)	
		23. Pron. + verb + possess. adj. + masc. sing. noun	23. Ich sehe seinen Hund. (306)	
		24. Def. art. + masc. sing. noun	24. Der Hund (322)	
	-	25. Third pers. sing. masc. pron. + verb + art. + noun	25. Er ist ein Mann. (350)	
		26. Art. + noun + verb + neg. adv. + adv. of place	26. Das Kind ist nicht hier. (344)	
		27. Pron. + verb + neg. adv.	27. Ich lese nicht. (405)	

SUMMARY II

Constructions 18 - 27 cover the following material:

1. PRONUNCIATION
   a. Final German "r"
   b. Unvoicing the final "b" (resembles English "p" -- gelb)
   c. Pronunciation of "ch" after a back vowel-- Buch

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (cont.)

2. GENDER

a. Introduction of masculine singular definite article in nominative case--der
b. Introduction of masculine singular indefinite article in accusative case-- einen
c. Introduction of masculine singular personal pronoun in nominative case-- er

3. MORPHOLOGY

Masculine accusative singular ending of indefinite article and possessive adjective

4. SYNTAX

a. Position of negative adverb (nicht) after a verb and preceding a predicate adjective or adverb
b. Accusative case used for direct object
c. Compound sentences joined with und and aber

PATTERNS AND FORMS III	EXAMPLES
28. Substitution of "er" for inanimate things	28. Der Schuh... er (368)
29. Pronoun + verb + direct obj. + neg. adv.	29. Ich sehe seinen Vater nicht. (420)
30. Interrog. adv. + verb + subj	30. Wo singt der Mann ? (459)
31. Subj. + verb + adv. of time + adv. of place	31. Mein Vater ist schon hier. (482)

OBJECTIVES ACHIEVED		PATTERNS AND FORMS	EXAMPLES	COMMENTS
S	C			
		32. Interrog. pron. (masc. and fem.)	32. Wer (513)	
		33. Arithmetical expression (addition)	33. Eins und eins ist zwei (582)	

SUMMARY III

Constructions 28-33 cover the following material:

1. PRONUNCIATION
   a. German "v" resembles English "f"--Vater
   b. Pronunciation of German "s" before "t"--Stube
   c. Pronunciation of German "r" following a consonant--gross
   d. Pronunciation of German "z"--zwei

2. MORPHOLOGY
   a. Introduction of second person possessive adjective (polite) nominative and accusative, masculine and neuter--Ihr, Ihren--(always capitalized)
   b. Endings of present tense of verbs in the singular--"-e," "-en," "-t"

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

3. SYNTAX

a. Inverted word order in questions
b. Position of nicht after the direct object
c. Order of time and place expressions
d. Substitution of "er" and "es" for masculine and neuter nouns

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PATTERNS AND FORMS IV	EXAMPLES
34. Adv. + adj.	34. Sehr gross (618)
35. Noun + noun	35. Glas Wasser (637)
36. Noun + noun + verb + adv.	36. Der Vater und sein Sohn sind hier. (781)

SUMMARY IV

Constructions 34-36 cover the following material:

1. PRONUNCIATION

a. Pronunciation of final "ig" in German-- flüssig
b. Pronunciation of "s" before "p"--spielen
c. Pronunciation of "pf"--Kopf

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

2. SYNTAX AND MORPHOLOGY

a. Review of verb forms in singular present
b. Form of third person plural of verb TO BE--sind

	PATTERNS AND FORMS V		EXAMPLES
37.	Def. art. + masc. noun as direct obj.	37.	Den Mann (813)
38.	Prep. + art. + noun	38.	In das Schiff (852)
39.	Neg. adv. + prep phrase	39.	Nicht in mein Haus (876)
40.	Subj. + verb + adv. of time + pred. adj.	40.	Er ist jetzt krank (877)
41.	Past tense of TO BE	41.	Ich war (908)
42.	Adv. of time + verb + subj. + adj.	42.	Gestern war es kalt. (920)
43.	Interrog. adv. implying motion toward an object	43.	Wohin (954)

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY V

Constructions 37-43 cover the following material:

1. PRONUNCIATION
   a. Introduction of vowel with umlaut--ü in fünf
   b. German "g" in final position resembles English "k"--Montag
2. MORPHOLOGY AND SYNTAX
   a. Third person plural present tense verb forms: ending "-en"
   b. Use of Sie for singular or plural
   c. Inverted word order in sentence beginning with time element
   d. Past tense forms of TO BE--war, waren
   e. Prepositions followed by accusative case after verb of motion--in das Schiff
   f. Adverb of time preceding predicate adjective and direct object
   g. Contrast of wo with wohin

PATTERNS AND FORMS VI	EXAMPLES
44. Third pers. pl. pron. as subj. of verb	44. Sie sind (1003)
45. Adv. of time + prep. phrase	45. Schon in das Haus (1054)
46. Prep. + art. + masc. noun	46. Auf den Tisch (1068)

OBJECTIVES ACHIEVED

S | C

COMMENTS

	PATTERNS AND FORMS	EXAMPLES
47.	First pers. pl. pron. as subj. + verb	47. Wir lachen (1104)
48.	Indef. art. + fem. noun	48. Eine Frau (1161)
49.	Neg. adv. + adv. of time	49. Nicht immer (1177)
50.	Formation of imperative	50. Legen Sie (1191)
51.	Def. art. + fem. noun	51. Die Frau (1198)

SUMMARY VI

Constructions 44-51 cover the following material:

1. PRONUNCIATION
   German "r" in initial position--rot
2. GENDER
   Introduction of feminine nouns with articles--eine Frau, die Frau

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

3. MORPHOLOGY AND SYNTAX

a. Introduction of first and third person plural pronouns-- wir, sie-- and contrast Sie with sie
b. Use of neg. adv. with immer
c. Introduction of first person plural verb form in present tense
d. Formation of imperative--inverted word order: verb + subj.
e. Introduction of definite and indefinite article in nominative case with feminine noun

PATTERNS AND FORMS VII	EXAMPLES
52. Subj. + verb + fem. art. + noun	52. Ich habe die Blume. (1240)
53. Possess. adj. + fem. noun	53. Meine Blume (1245)
54. Noun + verb or verb + noun (omission of art.)	54. Wasser ist... Ich esse Brot. (1264)
55. Art. + adj. + noun	55. Die alte Frau (1289)
56. Für + obj.	56. Für den Mann (1307-1309)
57. Demon. adj. + noun	57. Dieser Tisch (1346)
58. Demon. adj. + adj. + noun	58. Dieses schwarze Auto (1364)
59. Verb + demon. adj. + noun	59. Sehen Sie diese Frau? (1395)

OBJECTIVES ACHIEVED

S	C

COMMENTS

SUMMARY VII

Constructions 52-59 cover the following material:

1. PRONUNCIATION

   German "ch" after "l"--Milch

2. MORPHOLOGY AND SYNTAX

   a. Endings of all possessive adjectives and articles with a feminine noun in the nominative or accusative cases

   b. Omission of article in a general statement
   c. Introduction of preposition always followed by an object in the accusative case--für
   d. Introduction of nominative forms of demonstrative adjective--dieser, diese, dieses
   e. Attention is called to the fact that feminine and neuter articles, possessive adjectives and demonstrative adjectives are the same in singular nominative and accusative.

   f. Predicate adjectives have no endings.
   g. Endings of descriptive adjectives following a definite article or der-word in the nominative case (all genders)--der alte Mann

   h. Use of nominative case for subject, predicate adjective or noun
   i. Use of accusative case for direct object and as object of prepositions

OBJECTIVES ACHIEVED		PATTERNS AND FORMS VIII	EXAMPLES	COMMENTS
S	C			
		60. Prep. + first pers. sing. pron.	60. Für mich (1448)	
		61. Third pers. sing. ending -et on a verb	61. Arbeitet (1490)	
		62. Impersonal verb	62. Es regnet. (1546)	
		63. Art. + adj. + fem. acc. noun	63. Ich sehe die hübsche Blume. (1590)	
		64. Second pers. pron. acc.	64. Sie (1595)	

SUMMARY VIII

Constructions 60-64 cover the following material:

1. PRONUNCIATION
   a. Pronunciation of ä --Mädchen
   b. Pronunciation of ö --zwölf
2. MORPHOLOGY AND SYNTAX
   a. Accusative forms for first person pronoun in singular and for second person pronoun (polite) --mich, Sie
   b. Substitution of "es" for any neuter noun, regardless of English equivalent

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

c. Introduction of diminutive suffix--chen. Attention is called to the fact that all nouns with this suffix are neuter.
d. Third person singular of verbs with stem ending in "t"--et
e. Normal and inverted word order contrasted
f. Adjective endings after article with feminine accusative noun

PATTERNS AND FORMS IX	EXAMPLES
65. Art. + adj. + neuter acc. noun	65. Das alte Buch (1608)
66. Pres. tense verb + time adv. to denote future	66. Er kommt bald. (1614)
67. Idiomatic expression of time	67. Wieviel Uhr ist es? (1641)
68. Idiomatic expression of time	68. Es ist ein Uhr. (no ending on ein) (1664)
69. Art. + adj. + masc. acc. noun	69. Den gelben Vogel (1676)
70. Irregularities in numeral formation	70. Sechzehn; siebzehn (1693, 1706) (omission of letters)
71. Indefinite pronoun	71. Etwas (1701)
72. Expression of time : minutes past the hour	72. Es ist fünf Minuten nach sieben. (1714)

OBJECTIVES ACHIEVED

S | C

COMMENTS

	PATTERNS AND FORMS	EXAMPLES
73.	Idiomatic use of gehen in time expressions	73. Meine Uhr geht falsch. (1731)
74.	Expression of time: minutes before the hour	74. Es ist fünf Minuten vor neun. (1762)
75.	Spielen + noun (omission of art. with musical instrument)	75. Mein Sohn spielt Klavier. (1785)
76.	Verb + neg. adv. + direct obj.	76. Ich spiele nicht Klavier. (1791)

SUMMARY IX

Constructions 65-76 cover the following material:

1. PRONUNCIATION
   a. Pronunciation of long ö--hören
   b. Pronunciation of "v" in foreign words--Klavier

2. MORPHOLOGY AND SYNTAX
   a. Adjective endings after definite articles when noun is in the accusative case
   b. Present tense sometimes used to express future time
   c. Introduction of indefinite pronoun--etwas
   d. Omission of article with musical instruments
   e. Position of negative adverb in a general statement
   f. Position of pronoun objects immediately after verb in normal word order

OBJECTIVES ACHIEVED		PATTERNS AND FORMS X	EXAMPLES	COMMENTS
S	C			
		77. Contrast of legen and stellen (student recognizes that stellen refers to an upright position and legen a horizontal position)	77. Ich lege das Buch auf den Tisch. Ich stelle die Lampe auf den Tisch. (1826)	
		78. Numeral + pl. noun	78. Zwei Tische (1849)	
		79. Use of ein for ONE	79. Ein Schiff; zwei Schiffe (1851)	
		80. Pl. of interrog adj.	80. Wieviele (1860)	
		81. -et ending on third pers. sing. of finden	81. Er findet (1882)	
		82. Pl. noun	82. Zwei Teller (1904)	
		83. Introduction of bitte	83. Weinen Sie bitte nicht. (1918-1920)	
		84. Form of numerals	84. Einundzwanzig (1925)	
		85. Expression of time: quarter hours	85. Es ist viertel nach neun. (1945)	
		86. Pl. noun	86. Die Hände (1963)	
		87. Infinitive endings	87. Holen (1969)	
		88. Position of infinitive after auxiliary verb	88. Wir können jetzt gehen. (1976)	
		89. First and third pers. pres. irreg. forms of modal auxiliary	89. Ich kann tanzen. (1983)	

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY X

Constructions 77-89 cover the following material:

1. MORPHOLOGY
   a. Plural markers--Schiffe, Teller, Hände
   b. Verbs with stem ending "d" take -et in third person singular present--findet
   c. Irregular first and third person present forms of modal auxiliary--ich/er kann
   d. Infinitive ending--en

2. SYNTAX
   a. Positions of bitte
      1. in affirmative imperative.
      2. in negative imperative.
   b. Position of dependent infinitive at end of clause
   c. Use of indefinite article to mean ONE
   d. Contrast of stellen and legen

3. EXPRESSIONS OF TIME: quarter hours

OBJECTIVES ACHIEVED S	C	PATTERNS AND FORMS XI	EXAMPLES	COMMENTS
		90. Art. + pl. noun	90. Die Bleistifte (2001)	
		91. Formation of numerals above 21	91. Zweiundzwanzig (2009)	
		92. Introduction of subordinate clause	92. Weil es regnet (2041)	
		93. Word order of subordinate clause	93. Weil er hübsch ist (2067)	
		94. Pl. demon. adj. forms in nom. and acc.	94. Diese Hände (2080)	
		95. Third pers. sing. masc. personal pron. acc.	95. Ihn (2113)	
		96. Use of ihn for any masc. noun	96. Ich kaufe ihn. (2117)	
		97. Pl. art. + adj. + noun, nom. or acc.	97. Die grossen Bäume (2150)	
		98. Subj. + verb + adv. + pred. adj.	98. Er ist wieder gesund. (2162)	
		99. Pl. endings of possess. adj.	99. Meine Söhne (2165)	
		100. Adj. ending with pl. noun after def. art., demon. adj. or possess. adj. nom. or acc.	100. Diese kleinen Hände (2168)	
		101. Introduction of first pers. pl. possess. adj.	101. Unser Hund (2178)	

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY XI

Constructions 90-101 cover the following material:

1. MORPHOLOGY
   a. Plural form of definite article, nominative or accusative--die
   b. Plural form of demonstrative adjective, nominative or accusative--diese
   c. Plural form of possessive adjective, nominative or accusative--meine
   d. Accusative of third person singular masculine pronoun--ihn
   e. Ending of adjective after plural form of article, demonstrative or possessive adjective-- -en

2. SYNTAX
   a. Formation of numerals
   b. Word order of subordinate clause: finite verb at end. (Separation of clause by comma is called to student's attention.)
   c. Use of ihn for any masculine noun
   d. Position of adverb before predicate adjective

PATTERNS AND FORMS XII	EXAMPLES
102. Pl. noun	102. Die Väter (2234)
103. Subj. + verb + gern	103. Ich tanze gern. (2271)

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS	EXAMPLES
104. Verb + neg. adv. + gern	104. Ich trinke nicht gern. (2276)
105. Verb + infinitive	105. Wir lernen tanzen. (2292)
106. Position of nicht with infinitive.	106. Ich kann nicht schreiben. (2339)
107. Prep. + name of city	107. Nach Berlin (2348)
108. How to find the stem of the verb	108. Schneid/en (2373)
109. Prep. phrase + prep. phrase	109. Ohne mich nach Berlin (2382)
110. Omission of "e" before "r" + ending	110. Diese teure Uhr (2389)
111. Expression of time: half hours (Student's attention is called to the fact that German says half of the next hour.)	111. Es ist halb eins. (2394)
112. Um + time expression	112. Um sieben Uhr (2400)

SUMMARY XII

Constructions 102-112 cover the following material:

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

1. MORPHOLOGY

   a. Plural markers: Väter
   b. Dropping of "e" in adjective ending in -er when inflectional ending added--teure

2. SYNTAX

   a. Use of gern to indicate liking
   b. Position of nicht with gern
   c. Verbs other than modals + infinitive
   d. Position of nicht with dependent infinitive
   e. Use of nach to indicate motion toward a place
   f. Finding verb stems
   g. Order of prepositional phrases when there is more than one in a sentence

3. TIME EXPRESSIONS

   a. Indicating the half hour
   b. Use of um with time for AT

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS XIII

EXAMPLES

113. Verb + pred. noun (omission of article)

113. Mein Vater ist Arzt. (2410)

114. Pl. noun

114. Die Eier (2435)

115. First pers. pl. pron. acc.

115. Uns (2464)

116. Pl. noun

116. Die Bücher (2469)

117. Idiomatic use of gehen nach/vor

117. Meine Uhr geht vor. (2479)

118. Possess. adj. + Frau/Mann (WIFE/HUSBAND)

118. Meine Frau (2502)

119. Lack of plural form for some neuter nouns

119. Das Wasser (2510)

120. Multiples of 100 (Student's attention is called to the fact that these are written as one word.)

120. Zweihundert (2521)

121. Position of infinitive in sentence containing subordinate clause

121. Ich kann.... schneiden, weil..... (2536)

122. -et ending on verb with stem ending in "n"

122. Er zeichnet. (2543)

123. Pl. noun (-n)

123. Die Minuten (2579)

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY XIII

Constructions 113-123 cover the following material:

1. MORPHOLOGY

   a. Plural markers--Eier, Bücher, Minuten
   b. First pers. pl. acc. form--uns
   c. -et ending on third pers. sing. pres. --zeichnet

2. SYNTAX

   a. Omission of article when predicate noun indicates a profession
   b. Lack of plural forms for masculine nouns
   c. Idiomatic use of gehen with vor/nach to indicate FAST or SLOW
   d. Position of infinitive in sentence containing subordinate clause

3. MISCELLANEOUS

   a. Extension of Frau/Mann to WIFE/HUSBAND when preceded by possessive adjective
   b. Multiples of 100 written as single word

OBJECTIVES ACHIEVED		PATTERNS AND FORMS XIV	EXAMPLES	COMMENTS
S	C			
		124. Pl. noun (-en)	124. Die Frauen (2615)	
		125. Neg. adv. + comp.	125. Nicht so alt wie (2630)	
		126. Verb + prep. phrase	126. Antworten auf die Frage. (2637)	
		127. Adj. used as adv.	127. Wir schlafen gut. (2652)	
		128. Position of verb (Student's attention is called to the fact that finite verb is always the second element of a statement.)	128. Heute fliegen wir... (2671)	
		129. Past tense of haben	129. Ich hatte (2689)	
		130. Verb endings for all plural forms, present or past:-en	130. Wir haben, Sie hatten (2690)	
		131. Answering to wann	131. Wann hatten Sie Eier? (2697) Gestern hatten wir Eier.	
		132. An/auf contrasted	132. An die Tür/ auf den Tisch (2700)	
		133. Third pers. pl. pron. acc. (Attention is called to the fact that the form is identical for all genders, nom. and acc.)	133. Sie (2707)	
		134. Past tense of regular weak verbs	134. Ich wohnte, sie wohnten (2736)	

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY XIV

Constructions 124-134 cover the following material:

1. MORPHOLOGY
   a. Plural marker--Frauen
   b. Past tense forms of regular weak verbs--ich wohnte, sie wohnten
   c. Irregular past forms of haben: hatte, hatten (Attention called to the fact that all plural verb forms of any tense end with -en)
   d. Form of third person pronoun plural accusative--sie

2. SYNTAX
   a. Construction of comparative with negative adverb--NOT SO...AS--nicht so...wie
   b. Verbs that cannot take a direct object in the accusative case--antworten auf
   c. Use of adjectives as adverbs
   d. Question beginning with wann should be answered by putting time element first — Wann contrasted with um wieviel Uhr
   e. An/auf contrasted (ON in the sense of "on the side of"--an; in the sense of "on top of"--auf)

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS XV	EXAMPLES
135. Verb + direct obj. + neg. adv. + adv. of manner + infinitive	135. Ich kann das Fleisch nicht schnell kochen. (2805)
136. Past of verbs with "d" or "t" or "n" stem	136. Arbeiteten, regnete (2808)
137. Inflected comparative (-er)	137. Kleiner (2883)
138. Comparative + als	138. Kleiner als (2887)
139. Noun + place noun (omission of prep.)	139. Die Stadt Berlin (2891)
140. New comparative form (-er)	140. Grösser (2913)
141. Art. + comparative + noun	141. Das kleinere Hund (2975)

SUMMARY XV

Constructions 135-141 cover the following material:

1. MORPHOLOGY

   a. Insertion of "e" before past tense marker "te" in verbs with stems ending in "d", "t" on consonant + noun

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

b. Comparative markers--kleiner, grösser
c. Comparative + endings

2. SYNTAX

a. Position of negative adverb before adverb of manner
b. Use of comparative with als
c. Use of comparative as descriptive adjective preceding noun
d. Omission of preposition between Stadt and name of city

PATTERNS AND FORMS XVI	EXAMPLES
142. Irregular ordinals	142. Das erste Buch (3021)
143. Verb + ind. obj.	143. Ich antworte dem Lehrer. (3050)
144. Verb + ind. obj. + direct obj.	144. Ich gebe dem Kind einen Ball. (3063)

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS	EXAMPLES
145. Dat. indef. art. + noun	145. Einem Kind (3069)
146. Possess. adj. dat. forms	146. Meinem Sohn (3077)
147. Neg. indef. pronoun	147. Nichts (3123)
148. Regular ordinals from 4th - 19th	148. Vierte (3150)
149. Interrog. pron. acc.	149. Wen suchen Sie? (3158)

SUMMARY XVI

Constructions 142-149 cover the following material:

1. MORPHOLOGY
   a. Ordinal endings--vierte
   b. Dative form of definite article, masculine or neuter singular--dem
   c. Dative form of indefinite article, masculine or neuter singular--einem
   d. Dative endings of possessive adjective, masculine or neuter singular--meinem
   e. Accusative form of interrogative pronoun, masculine or feminine--wen

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

2. SYNTAX

a. Use of dative for indirect object
b. Position of direct and indirect objects when both are nouns
c. Position of negative adverb in sentence with direct and indirect object
d. Ordinals from 1st - 19th
e. Use of indefinite negative pronoun--nichts
f. Use of interrogative pronoun as direct object

3. PRONUNCIATION

Stress on Familie falls on second syllable

PATTERNS AND FORMS XVII	EXAMPLES
150. Formation of question by addition of negative phrase	150. ....nicht wahr? (3206)
151. Ordinals beyond 20	151. Zwanzigste (3212)
152. Definite article + feminine noun as indirect object	152. Der Frau (3231)
153. Indefinite art. + fem. dat.	153. Einer Tante (3238)
154. Indef. numerical adj. + noun	154. Viel Obst (3258)

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS	EXAMPLES
155. Neg. adj.	155. Keine Tante (3281)
156. Subj. + verb + pron. ind. obj. + direct obj.	156. Er bringt mir einen Stuhl. (3311)
157. Ind. obj. + bitte + direct obj.	157. ... mir bitte eine Lampe (3315)

SUMMARY XVII

Constructions 150-157 cover the following material:

1. MORPHOLOGY
   a. Dative singular forms of definite article (+ der-words) with feminine nouns--der
   b. Dative singular feminine forms of indefinite article and possessive adjective--einer
   c. Dative forms of first, second person pronoun, and third person masculine singular--mir, Ihnen, ihm
   d. Ordinal endings-- -ste-- zwanzigste
2. SYNTAX
   a. Student learns that almost any statements can be converted to a question by the addition of nicht wahr.
   b. Position of pronoun indirect object

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

c. Position of bitte between pronoun indirect object and direct object
d. Negation by substitution of kein for ein in any case
e. Student is now aware of three cases in German: nominative, accusative, dative.

PATTERNS AND FORMS XVIII	EXAMPLES
158. Dat. form of first pers. pl. pron.	158. Uns (3455)
159. Contrast between second and third person plural dat. pron.	159. Ihnen/ihnen (3457/3544)

SUMMARY XVIII

Constructions 158-159 cover the following material:

1. MORPHOLOGY

   Dative pronoun forms; uns, ihnen added

2. SYNTAX

   The student is now given an opportunity to practice the many new dative forms of articles, der-words, possessive adjectives and pronouns which he has learned in sections XVII and XVIII.

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS XIX	EXAMPLES
160. Corr. conj. + adj. + conj. + adj.	160. Entweder krank oder gesund (3602)
161. Dat. pl. art. + noun	161. Den Frauen (3623/3625)
162. Masc./neut. dat. pl. noun (Student learns that all nouns in the dative plural end with "n".)	162. Den Männern, den Kindern (3625)
163. Idiomatic expression	163. Zu Hause (3666)
164. Arithmetic operation: subtraction	164. Elf weniger eins ist zehn. (3697)
165. Art. + adj. + noun (dat.)	165. Den jungen Männern (3735)
166. Subj. + verb + indef. pron.	166. Ich höre jemanden. (3743)
167. Subj.+ verb + indef. pron. (ind. obj.) + direct object	167. Ich gebe jemandem das Geld. (3746)
168. Omission of "e" in infinitive (Student learns that tun is never used as an auxiliary verb in German.)	168. Tun (3751/3754)
169. Third person singular feminine pronoun	169. Sie (3764)

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY XIX

Constructions 160-169 cover the following material:

1. MORPHOLOGY

   a. Article form in dative plural--den
   b. Dative plural endings for all der- and ein-words--meinen
   c. Adjective endings in dative plural--kranken
   d. Noun ending in dative plural--Männern
   e. Nominative, accusative, and dative forms of the indefinite pronoun--jemand, -en, -em
   f. Third person singular feminine pronoun form--sie

2. SYNTAX

   a. Correlative expression--EITHER...OR
   b. Appearance of tun: never an auxiliary verb
   c. Sie used with singular verb form means SHE.

3. ARITHMETIC: Subtraction

OBJECTIVES ACHIEVED		PATTERNS AND FORMS XX	EXAMPLES	COMMENTS
S	C			
		170. Adv. of manner + verb + subj.	170. Vielleicht gehen wir. (3808)	
		171. Idiomatic use of <u>an</u> + acc.	171. Ich schreibe <u>an</u> meinen Vater. (3814)	
		172. Adv. + verb + obj. + subj.	172. Vielleicht beisst ihn der Hund. (3883)	
		173. <u>Possess. adj., third plural</u>	173. <u>Ihr</u> Kind (3925)	
		174. Prep. + dat. pron.	174. Mit jemandem (3956)	
		175. Prep. + acc. pron.	175. Ohne jemanden (3956)	
		176. Prep. + posess. adj. + noun	176. Mit meiner Mutter (3958)	
		177. Subj. + verb + prep. + def. art. + part of the body	177. Ich spreche mit dem Mund. (3965)	
		178. Omission of "e" before "l" + ending	178. Diesen dunk<u>len</u> Anzug (3990)	

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY XX

Constructions 170-178 cover the following material:

1. MORPHOLOGY

   a. Omission of "e" between "kl" when inflectional ending is added--dunklen
   b. Form of second and third person plural possessive adjective--Ihr/ihr

2. SYNTAX

   a. Any element may open a sentence, but finite verb must come second.
   b. In inverted word order a pronoun object precedes a noun subject.
   c. Introduction of prepositions that govern the dative--mit
   d. Student learns that when possessor is known, the definite article is used in place of possessive adjective in speaking of parts of the body--Ich spreche mit dem Mund.
   e. Use of recht and richtig contrasted

PATTERNS AND FORMS XXI	EXAMPLES
179. Duration of time	179. Den ganzen Tag (4004)
180. Idiomatic interrogative	180. Was für ein (4024)
181. Subj. + verb + prep. phrase + pred. adj.	181. Ich bin mit diesem Zimmer (4047) zufrieden.
182. Idiomatic expression	182. Nach Hause, (contrast to zu Hause) (4102)

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS	EXAMPLES
183. Indef. art. + adj. + noun	183. Ein dicker Mann, ein grosses Schiff (4165)
184. Subj. + future auxiliary + infinitive	184. Ich werde... holen. (4195)

SUMMARY XXI

Constructions 179-184 cover the following material:

1. MORPHOLOGY

   Adjective endings after ein (or substitute) when no inflectional ending is present: ein dicker Mann

2. SYNTAX

   a. Accusative expressing duration of time--den ganzen Tag
   b. Prepositional phrase precedes predicate adjective
   c. Idiomatic expressions contrasted: nach Hause/zu Hause
   d. Use of werden for future auxiliary

PATTERNS AND FORMS XXII	EXAMPLES
185. Dat. interrog. pronoun	185. Wem (4209)

OBJECTIVES ACHIEVED

S | C

PATTERNS AND FORMS	EXAMPLES	COMMENTS
186. Adv. of time + adv. of manner + adv. of place	186. Jetzt ohne seinen Mantel nach Hause (4221)	
187. Adv. + noun (no prep.)	187. Voll Kaffee (4227)	
188. Third pers. sing. future auxiliary	188. Wird (4234)	
189. Adv. + neg. adv.	189. Noch nicht (4313)	
190. Prep. + acc. after verb indicating motion toward the obj.	190. In das Haus (4351)	
191. Prep. + dat. after verb indicating no motion toward the object	191. In meinem Zimmer (4338)	
192. Contractions	192. Im (in dem) (4363)	
193. Art. + seasons	193. Der Sommer (4375)	

SUMMARY XXII

Constructions 185-193 cover the following material:

1. MORPHOLOGY

   a. Irregular third person singular present of werden--wird

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

b. Dative form of interrogative pronoun--wem
c. Contractions--im

2. SYNTAX

a. Position of adverbs--time + manner + place
b. Omission of preposition after voll--voll Kaffee
c. Student learns to select correct case after prepositions governing either the dative or accusative depending upon the verb.
d. Use of article with names of seasons
e. Review of prepositions governing only accusative and only dative

PATTERNS AND FORMS XXIII	EXAMPLES
194. Pl. indef. numerical adj. + noun, nom. and acc.	194. Einige Stühle (4410)
195. Pl. indef. numerical adj. + noun dative	195. Einigen Kindern (4414)
196. Gender for months and days	196. Der Januar (4439)
197. Idiomatic use of mit after fahren	197. Ich fahre mit dem Auto... (4471)
198. Idiomatic use of auf + acc. with warten	198. Ich warte auf meinen Freund. (4508)

OBJECTIVES ACHIEVED

S | C

COMMENTS

	PATTERNS AND FORMS	EXAMPLES
199.	Interrog. adj. + noun	199. Welcher Hund (4518)
200.	Prep. + interrog. adj. + noun	200. An welchem Tag... (4526)
201.	Present tense used with seit	201. Wir warten seit zwei Stunden. (4548)
202.	Acc. form of third pers. sing. fem. pron.	202. Ich sehe sie. (4570)

SUMMARY XXIII

Constructions 194-202 cover the following material:

1. MORPHOLOGY
   a. Endings of indefinite numerical adjective in the plural--einige, -en
   b. Accusative form of third person singular feminine pronoun--sie
2. SYNTAX
   a. Days of week and months of year are all masculine gender
   b. Idiomatic uses of prepositions with certain verbs--fahren mit, warten auf
   c. Use of present tense verb with preposition seit.
   d. Introduction of interrogative adjective forms. Used under various sets of circumstances--e. g. as subject, direct object, object of preposition, etc.
   e. Review of all pronoun forms.

OBJECTIVES ACHIEVED

S | C

COMMENTS

PATTERNS AND FORMS XXIV	EXAMPLES
203. Formation of past participle	203. Gespielt (4654)
204. Principal parts of weak verb	204. Kaufen, kaufte, gekauft (4657)
205. Formation of present perfect tense	205. Ich habe gelacht. (4658)
206. Subj. + verb + acc. of time + part.	206. Das Mädchen hat den ganzen Tag geweint. (4659)
207. Third pers. sing. fem. pron. dat. case	207. Ihr (4674)
208. Third pers. sing. fem. possessive adj. + noun	208. Ihr Kleid (4679)
209. Part. of verb with inseparable prefix	209. Verkauft (4686)
210. Antonyms formed with prefix un	210. Unfreundlich (4695)
211. Superlative ending -ste	211. Das kleinste Kind (4704)
212. Superlative form with umlaut	212. Das wärmste Zimmer (4713)
213. Idiomatic expression for HELLO	213. Guten Tag (4727)

OBJECTIVES ACHIEVED S	C	PATTERNS AND FORMS	EXAMPLES	COMMENTS
		214. Participles of verbs with stem ending in "t", etc.	214. Gewartet (4730)	
		215. Pl. of noun	215. Autos (4732)	
		216. Compounds (gender is the same as last element)	216. Das Wohnzimmer (4739)	
		217. Idiomatic expression for WHAT IS YOUR NAME?	217. Wie heissen Sie? (4746)	
		218. Titles of address	218. Frau Meier, Herr Bauer (4755/4757)	
		219. Idiomatic expression for GOOD-BYE	219. Auf Wiedersehen (4772)	
		220. Prep. + adv.	220. Nach unten (4780)	
		221. Idiomatic expression for HOW ARE YOU?	221. Wie geht es Ihnen? (4786/4791) Es geht mir gut.	

SUMMARY XXIV

Constructions 203-221 cover the following material:

1. MORPHOLOGY

   a. Superlative markers:--ste, "ste
   b. Past participle markers--gespielt, gewartet

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY XXIV (Cont.)

c. Third person singular feminine dative pronoun--ihr
d. Third person singular feminine possessive adjective--ihr
e. Antonym prefix--ein
f. Plural form of noun--Autos

2. SYNTAX

a. Formation and use of present perfect tense: haben + participle. Student learns that participle, like infinitive, comes at the end of clause in simple sentence.

b. Participial parts of regular weak verbs
c. Participles of verbs having an inseparable prefix
d. Use of superlative forms as descriptive adjectives preceding the noun
e. Formation and gender of compounds
f. Titles of address--Frau, Herr, Fräulein
g. Idiomatic expressions used in greeting--HELLO, HOW ARE YOU?, I'M FINE, GOOD-BYE

OBJECTIVES ACHIEVED		PATTERNS AND FORMS XXV	EXAMPLES	COMMENTS
S	C			
		222. Negative correlative expression	222. Weder dick noch dünn (4817)	
		223. Idiomatic expression of thanks	223. Danke (4825)	
		224. Irregular superlative forms	224. Der älteste (4830)	
		225. Comparative + superlative of gut	225. Besser, der beste (4833)	
		226. Conj. + subj. + obj. + verb	226. Weil Sie ihn brauchen (4852)	
		227. Conj. + subj. + obj. + part. + verb	227. Nachdem ich einen Kugelschreiber gekauft habe (4860)	
		228. Idiomatic expression for IT HURTS ME	228. Es tut mir weh. (4902)	
		229. Art. + noun + art. + noun	229. Der Hund des Mannes (4918)	
		230. Gen. form of polysyllables	230. Des Mädchens (4921)	
		231. Gen. form of compounds	231. Des Apfelbaumes (4924)	
		232. Gen. form of indef. art.	232. Eines (4934)	
		233. Gen form of fem. def. art.	233. Der Frau (4946)	
		234. Formation of femine nouns from masculine	234. Die Lehrerin (4962)	
		235. Plural noun	235. Die Lehrerinnen (4968)	

OBJECTIVES ACHIEVED

S | C

PATTERNS AND FORMS	EXAMPLES	COMMENTS
236. Genitive plural article	236. Der Männer (4974)	
237. Gen. art. + adj. + noun	237. Des alten Haus, dieser jungen Männer (4988)	
238. Genitive of interrog. pron.	238. Wessen Auto ist das? (4992)	
239. Glauben + obj. (acc.)	239. Ich glaube die Geschichte. (5001)	
240. Glauben + obj. (dat.)	240. Sie glauben mir nicht. (5003)	
241. Polite forms	241. Danke schön. Bitte schön. (5042)	

SUMMARY XXV

Constructions 222-241 cover the following material:

1. MORPHOLOGY

   a. Superlative forms after "t," "d," etc. -- der älteste
   b. Genitive forms of articles--des, eines, der, einer
   c. Genitive markers on nouns--Mannes, Mädchens
   d. Feminine ending for certain masculine nouns--Lehrer, Lehrerin
   e. Genitive of interrogative pronoun--wessen
   f. Adjective endings in genitive--des alten Hauses

OBJECTIVES ACHIEVED

S | C

COMMENTS

SUMMARY (Cont.)

2. SYNTAX

a. Negative correlative expression--NEITHER... NOR: weder..noch
b. Irregular superlatives
c. Position of participle in subordinate clause. (Review of word order in independent and dependent clauses.)
d. Use of genitive with animate and inanimate nouns--des Mannes, des Hauses
e. Extension of genitive endings to all der-words and ein-words
f. Review of adjective endings in all cases, numbers, genders after der-word or ein-word
g. Review of all interrogative pronouns
h. Review of all personal pronouns
i. Use of dative or accusative object after glauben

3. IDIOMATIC EXPRESSIONS

a. IT HURTS ME: Es tut mir weh.
b. THANK YOU, YOU'RE WELCOME: danke schön, bitte schön

Learning Objectives Contract Agreement

Rationale

If independent study is to lead to excellence of achievement, something must replace the goad of competition and pressure from the teacher that characterizes the traditional classroom. Clear perception of objectives, the possibility of achieving them, and the triumph of achieving them are known to be strong motivating forces. To reach this happy state of affairs, the student must be brought to the point of projecting his own achievement of perceived objectives over time and by a stated future time. Thereby he goes into the keenest sort of competition with himself and becomes involved in self-development of the highest order. On the other hand, without the means for doing this, independent learning becomes the same sort of drift that any other purposeless learning has always been. While these means seem inherent in programmed materials, they must be formalized to produce the desired results.

The Learning Objectives Contract Agreement is a way of formalizing the student's capacity to project his achievement of certain specified objectives which have been clearly defined in the Syllabus of Learning Objectives. As he becomes acquainted with his own powers and the demands of programmed learning, the student needs practice in holding himself accountable for precise performance. He also needs a way of comparing the objectives of the programmed materials with his own objectives to determine how they may differ. He needs a way of recording these differences. All these things are permitted by the form.

TUCSON PUBLIC SCHOOLS
FOREIGN LANGUAGES
LEARNING OBJECTIVES CONTRACT AGREEMENT

NOTE: Before signing this agreement, please read the following observations carefully:

1. The German A program consists of 5050 frames in which about 240 separate language patterns are developed. This program is to serve as the core of your study of German 1-2 (or the equivalent of the first year of high-school German), and is fundamental to any supplementation or consultation which occurs.

2. On the average, 175 hours of work are required to complete the programmed materials alone; that is, 175 hours are required to develop the skills which are the objectives of the program. These cannot be achieved without the expenditure of effort over time.

3. By the terms of independent study, you are free to set your own pace without penalty, so long as your performance agrees with your stated objectives. Thus, by self-pacing, you may finish the programmed materials before the end of the school year, or you may not.

4. Unless you make detailed qualifications in the appropriate space below, it will be assumed that your personal objectives coincide with those of the program, found in the Syllabus of Learning Objectives.

5. It is your responsibility to inform yourself concerning the objectives of the programmed materials. These are detailed in the Syllabus of Learning Objectives. If necessary, your consultant will explain these to you further.

* * *

AGREEMENT

I, _____ (name), agree to complete the study of Patterns number _____ to number _____ of the German A program and to present myself for evaluation according to the criteria outlined in the Summary of the Syllabus of Learning Objectives by _____ (date) unless these criteria are modified by agreement with the consultant.

I qualify the above statement in the following details:

Signed: _____ on this _____ day of _____, 19_____.

Learning Objectives Challenge Agreement

Rationale

After the independent study student has become well acquainted with the demands of the program and with the plateau of his own performance, he may find that he is more bored more often than he was in the beginning. He needs a challenge. Under the circumstances, it would be better if the challenge came from himself. Once again, the potentiality for this is inherent in the programmed materials, but it needs formalization.

The manager, carefully diagnosing the student's habits and needs, may work with the following form to help the student produce the desired challenge for himself.

TUCSON PUBLIC SCHOOLS
FOREIGN LANGUAGES
LEARNING OBJECTIVES CHALLENGE AGREEMENT

NOTE: Before signing this agreement, please read the following observations carefully:

1. By this time in your independent study you know about how many frames you are able to complete per day or per week on the average. You also have gained some insight into how the program may be modified to meet your objectives as they may differ somewhat from those of the programmed materials.

2. By this time you may also be able to project how much of the programmed materials you will likely complete this year if you work at your present pace. (If you should complete this set of programmed materials there is a more advanced set which you may begin.)

3. You may wish at this time to challenge your present and past performance record by projecting that you are able to complete a larger part of the programmed materials by a given future date. If so, please note that you will have to consciously change your working habits to make this possible. If you wish, then, proceed to fill out the form below:

AGREEMENT

I, _____, agree to challenge my previous performance average by completing the study of Patterns number _____ to number _____ of the German A program and to present myself for evaluation according to the criteria outlined in the Summary of the Syllabus of Learning Objectives by _____ (date) unless these criteria are modified by agreement with the consultant.

I qualify the above statement in the following details:

Signed: _____ on this _____ day of _____, 19___.

Learning Objectives Evaluation Form

Rationale

In the experience of most educators, students tend to learn what they interpret as important. In traditional learning, students are uncanny in their ability to recognize what the teacher thinks is important. Under conditions of independent study, the values of the student are given unprecedented consideration. Since the manager has the responsibility of protecting the interests of society, however, evaluation of independent study achievement must somehow be a blend of self-evaluation and evaluation by another.

The Learning Objectives Evaluation Form, which follows, attempts to facilitate such a blend. It will be noted that the evaluation is based absolutely on the objectives summarized in the Syllabus as they pertain to specified matter.

TUCSON PUBLIC SCHOOLS
FOREIGN LANGUAGES
OBJECTIVES EVALUATION

Recapitulation: The student, _____, agreed to complete the study of Patterns no. _____ to no. _____ of the German A program and to present himself for evaluation by _____.
(date)

STUDENT	
Yes	No

With respect to the above numbered Patterns of the German A program, the student, with about 80% accuracy, is able to...

1. mimic sounds and intonation;
2. discriminate audially among sounds;
3. produce sounds from non-verbal cues;
4. in oral reading, associate the sounds with the graphic symbols;
5. pronounce and intone while reading aloud;
6. spell from dictation;
7. understand the meaning both in listening and in reading;
8. utter suitable answers or rejoinders from oral cues;
9. in writing, manipulate structures;
10. demonstrate ability to use in all skill areas.

CONSULTANT	
Yes	No

Suggested grade for this segment: ___

Suggested grade for this segment: ___

Consensus grade for this segment: ___